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Washington's Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

DUE: JANUARY 31, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

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**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
P	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

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Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W – Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State law, Administrative Code, and regulations establish an accountability system that includes all public schools (including alternative schools) and districts in the state. Every public school and LEA in Washington State is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>Washington State has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and in the Revised Code of Washington (RCW 28A.150.010) and adopted the federal definition of “LEA” for AYP accountability purposes.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination. If applicable, the AYP definition is integrated into the State Accountability System.	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All public schools and LEAs in Washington State are annually judged on the basis of the same criteria when making an AYP determination. The existing state accountability compared schools to themselves, identifying the number of students meeting the standards at each grade level assessed and setting a goal of reducing the number of students not meeting the standards by 25% in three years.</p> <p>The Academic Achievement and Accountability Commission (A+ Commission) has the statutory authority (RCW 28A.655.030) for various components of Washington's accountability system. Working with the A+ Commission, alignment of state and federal accountability requirements was obtained. Beginning with the data for the 2002-03 school year, the ESEA AYP definition will be integrated into the state system by requiring subgroups in schools, districts and the state to meet or exceed the State uniform bar, or meet an annual reduction of 10% in the number of students not meeting the standard.</p> <p>The AYP definition is integrated into the single State Accountability System.</p> <p>Any group or subgroup that fails to meet its measurable annual objective will result in the school or district not making AYP. The state will provide a differentiated assistance program based on the number of subgroups within a school or district that do not make AYP for two consecutive years.</p> <p>A very small number of schools do not have a grade that is assessed (e.g., K-2). In addition, some schools and LEAs are so small that normal AYP decisions would not be statistically reliable (see section 5.5). Any school and district that would not be held accountable using the AYP definition will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The accountability system is based on the results of the Washington Assessment of Student Learning (WASL), the statewide assessment. Student achievement levels of <i>basic</i>, <i>proficient</i> and <i>advanced</i> are matched to Levels 2, 3, and Level 4. (Level 1 is considered "below basic," Level 2 is considered "basic," Level 3 is considered "proficient," and Level 4 is considered "advanced"). The below basic category is needed in order to assist schools in diagnosis and in being able to recognize degree of progress.</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards (Washington's Essential Academic Learning Requirements and Benchmarks); and the <i>below basic</i> and <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> level.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The WASL and alternate assessment (Washington Alternate Assessment System, or WAAS) are administered by each spring to permit assessment of the full year of student attainment of skills at the tested grade level. The assessments are scored early in the summer, with teachers participating in the scoring process. Initial scores are provided to schools and districts by mid-August. Once verified, statewide results are announced.</p> <p>Decisions about adequate yearly progress will be made in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>Washington State's assessment timeline allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The Washington State Report Card presently includes all the required data elements. Graduation rate and teacher professional qualifications are currently being incorporated into the state's data collection system and will be reported in the 2003 State Report Card. All required components in these elements (identified in Appendix A) will be collected and reported in the 2003 State Report Card.</p> <p>The Washington State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is being translated into Spanish, the second most frequent language (after English) of major populations in Washington State.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ¹	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State recognizes success (schools making AYP, accomplishing state goals, etc) by sending letters of congratulations co-signed by the State Superintendent of Public Instruction and the Governor. Monthly visits are made by the Superintendent and Governor to selected “schools of the month” and presented plaques recognizing student achievement.</p> <p>Sanctions follow federal requirements. The Washington State Board of Education requires all public schools to have school improvement plans. Public school choice, (not including transportation costs) is open to students in all public schools in Washington State. All other sanctions specific to NCLB (including funding of choice transportation) are applicable only to Title I-funded schools and districts.</p> <p>The criteria for rewards and sanctions are:</p> <ul style="list-style-type: none"> • set by the State; • based on adequate yearly progress decisions; and • applied uniformly across all public schools and LEAs. 		

¹ The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All students in Washington State are required to participate in the state assessment program. Test booklets are required for all students enrolled on April 1 and students who arrive after that date through the testing period.</p> <p>All students enrolled in Washington State, in the grade levels assessed, are included in the State Accountability System. The percentage of students considered proficient is based on all students who are expected to take the assessment. Information on the test administration procedures and additional information on the assessment system is found at http://www.k12.wa.us/assessment/assessproginfo/default.asp.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State has defined a “full academic year” for determining which students are to be included in decisions about AYP beginning Fall 2003.</p> <p>The definition of full academic year is all students whose enrollment is continuous and uninterrupted from October 1st in the current school year through the testing administration period. Students who generate state funding are considered enrolled. WAC 392-121-108 defines continuous and uninterrupted attendance with specific descriptions of how to define enrollment when students are absent for an extended period of time.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State holds public schools accountable for students who were enrolled at the same public school for a full academic year. Districts report enrollment and transfer dates for all students.</p> <p>Washington State holds LEAs accountable for students who transfer during the academic year from one public school within the district to another public school within the district.</p> <p>Similarly, Washington State is accountable for students who transfer during the academic year from one public school or district within the state to another public school or district within the state.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State's definition of adequate yearly progress has established the starting points (baselines) in 2002, and annual measurable objectives to ensure all students (100%) in each of the required nine groups will meet or exceed the State's proficient level of academic achievement in reading and mathematics, not later than 2013-2014. The state Academic Achievement and Accountability Commission adopted these annual objectives at its January 2003 meeting. Appendix B shows these baselines and annual objectives.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In Washington State, for a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives in both reading and mathematics (see Appendix B), each student subgroup must have at least a 95% participation rate in each of the two statewide assessments, and the school must meet the State's requirement for the other academic indicator of attendance rate (as measured by the reduction of unexcused absences) for elementary and middle schools and graduation rate for high schools. For purposes of AYP (other than "Safe Harbor"), the calculation of the additional indicator will apply to the school building and district level, but not to the student subgroup level. School buildings and districts that achieve or exceed the additional indicator goals, as well as those that are below the goal but improve when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP.

However, if in any particular year any student subgroup does not meet the State annual measurable objectives, the public school or LEA will have made AYP if the percentage of students in the group(s) who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% (Safe Harbor) of that percentage from the preceding school year; the group(s) had at least 95% participation rate on the statewide assessments; and the group(s) met the goal of the additional indicator.

The state will use the "N" size of 30 for statistically reliable purposes.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using data from the past three school years (tests administered in the spring of 2000, 2001, and 2002), Washington State established separate starting points (baselines) in reading and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement in grades 4, 7, and 10.

Washington State's starting point is based on the same method, i.e., the percentage of proficient students in the public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. The scores of the 20th percentile school were in each case higher in the comparisons made between the 20th percentile school and the lowest performing subgroup of students.

Washington State has established separate starting points by grade span. There is one same starting point for all elementary schools, one same starting point for all middle schools, and one same starting point for all high schools in reading and mathematics. The one same starting point is applied to each of the required subgroups within each of the three grade spans for the two content areas.

Currently, all schools must meet the annual target in each tested grade. When additional assessments (grades 3, 5, 6, 8) are implemented, averaging scores across grade spans based upon the school configuration will likely be used.

Appendix B shows the baselines derived using the above methodology.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State has annual measurable objectives through 2013 -2014 that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. These annual objectives increase in equal increments, beginning at the 2002 baseline as described in 3.2a above, and are shown in Appendix B.</p> <p>Washington State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement by 2013-2014.</p> <p>Washington State's annual measurable objectives for each of the three grade spans are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State uses the same method for establishing intermediate goals at grades 4, 7, and 10 in both reading and mathematics. These goals are 12 equal, annual increments over the period covered by the State timeline, beginning from the baseline as described in 3.2a. The first incremental increase in the goal takes effect in the 2002-2003 academic year. (See Appendix B.)</p>		

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ²	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>AYP decisions for each Washington public school and LEA are made annually. Data from school year 2002-03 will be used to make these decisions, based on annual assessment performance and other academic indicators, as described in this document.</p> <ul style="list-style-type: none"> • Scoring of Washington's State Assessments is completed in July. • The preliminary assessment results are verified and, by the last week in July, electronically provided to schools and districts. Electronic letters delineating AYP status are generated and sent to all public schools and districts with the opportunity for school and district review. • Schools and districts will have at least the first 10 days in August to submit corrections via an on-line "SchoolHouse" system. • Final decisions on AYP status will be made no later than 30 days following initial notification. Required notification of school improvement status and parent options will be made prior to the beginning of each school year. 		

² Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency (English Language Learners - ELL).</p> <p>Washington State provides a definition of AYP and data for WASL assessment scores for all students and for each of the subgroups for adequate yearly progress: www.k12.wa.us/edprofile/.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington public schools and LEAs are held accountable for student progress on achievement on the WASL assessment for reading and mathematics in grades 4, 7, and 10 for all students and for subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students. See the Ed Profile website for WASL results: www.k12.wa.us/edprofile/.</p> <p>The state will identify schools and districts not making adequate yearly progress for 2002-2003 using WASL and WAAS assessment data for all students and disaggregated subgroups.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All students with disabilities participate in statewide assessments: general assessments (Washington Assessment of Student Learning – WASL) with or without accommodations or an alternate assessment (Washington Alternate Assessment System – WAAS).</p> <p>As part of setting standards on the WAAS assessments in January 2003, student results were categorized into four levels of performance (based on alternate academic achievement standards). The percentage of students with disabilities in each of the four achievement levels on the WASL and WAAS will be reported to the public upon completion of data verification. For accountability purposes, performance assessment data for students with disabilities will be included in the State's accountability system in the following manner:</p> <ul style="list-style-type: none"> Advanced – WASL Level 4 and WAAS Level 4 Proficient – WASL Level 3 and WAAS Level 3 Basic – WASL Level 2 and WAAS Level 2 Below Basic – WASL Level 1 and WAAS Level 1 <p>The state recognizes that a Notice for Proposed Rule Making has been posted to the federal register to formulate rules for allowing alternate academic achievement standards for the alternate assessment. The state will adjust this plan to comply with any final rules in this area.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All LEP students participate in general statewide assessments, with or without accommodations. ALL LEP students enrolled in Washington State, in the grade levels assessed, are required to participate in the state assessment program and are included in the State accountability system. There are no LEP exemptions from the state assessment (see Memorandum 08-03).</p> <p>Washington State's assessment program ensures that LEP students, enrolled for a full academic year, are fully included in the State Accountability System.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.³</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State has defined “10” as the number of students required in a subgroup for reporting purposes, and applies this definition consistently across the State. See RCW 28A.655.090 (7).</p> <p>Washington State has defined “30” as the number of students required in a subgroup for accountability purposes, and applies this definition consistently across the State.</p> <p>Washington State’s definition of subgroup will result in data that are statistically reliable.</p>		

³ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁴	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State has defined “10” as the number of students required in a subgroup for reporting purposes and applies this definition consistently across the State. This provides for the protection of revealing personally identifiable information.</p>		

⁴ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington's formula for AYP shows that decisions are based primarily on the WASL and WAAS. The plan clearly identifies which assessments are included in accountability.</p> <p>The percentage of students meeting the standard in reading and mathematics WASL and WAAS in each of the following nine groups will be compared to the state uniform bar each year:</p> <ul style="list-style-type: none"> - All students - Five racial/ethnic groups - Economically disadvantaged (low socioeconomic status) - Students with disabilities - Students with limited English proficiency 		

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, Uses another more accurate definition that has been approved by the Secretary; and Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁵ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁵ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

State definition of graduation rate is the percentage of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years.

The graduation rate is calculated as follows:

(The number of graduates, with a regular diploma in four years) divided by (the number of graduates with a regular diploma in four years plus the number of students who dropped out of high school in that cohort grades 9 through 12 plus students who have continued to be enrolled but not graduated).

$$\frac{\text{number of graduates with regular diploma in four years}}{\text{number of graduates with regular diploma in four years} + \text{number of dropouts grades 9-12} + \text{number of continuing students}}$$

For purposes of AYP (other than "Safe Harbor") the calculation of the graduation rate will apply to the school building and district level, but not to the student subgroup level. School buildings and districts that achieve or exceed the annual goal for the graduation rate (73 percent), as well as those that are below the annual goal but improve their graduation rate by at least one percent (1%) when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP.

For purposes of AYP / Accountability; students taking the GED are considered dropouts and dropouts will not be counted as transfers.

The other academic indicator for high schools is achieving or exceeding the 85% graduation goal for cohort groups (grades 9-12) in 2014. Graduation rate is included (in the aggregate) for AYP, and disaggregated by demographic groups (as necessary) for use when applying Safe Harbor to make AYP. Since graduation data are not reported until after the beginning of the school year, the rates from the previous year will be used (e.g., 2002 rate in 2003).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁶</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>

⁶ NCLB only lists these indicators as examples.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In Washington State, for a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's other academic indicator for elementary and middle schools.

At its January 13, 2003 meeting, the Academic Achievement and Accountability Commission approved the AYP Work Group recommendation for the State's other academic indicator for public elementary and middle schools as attendance (as measured by the reduction of unexcused absences).

The reduction of unexcused absences is included (in the aggregate) for AYP, and disaggregate (as necessary) for use when applying the exception clause to make AYP. The collection of truancy information is described in RCW 28A.225.151.

Each district is required to set policy for excusing absences. An unexcused absence is defined as the failure to meet the district's policy for excused absences. An unexcused absence pursuant to RCW 28A.225.020 means a child has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district's policy for excused absences.

The rate for AYP purposes is calculated as follows:

$$\frac{\text{Total number of student days of unexcused absences in the year}}{\text{Average monthly headcount X number of student days in the school year}}$$

AYP will be met if a school/district attains an unexcused absence rate of 1 percent or less. Schools/districts with unexcused absence rates greater than 1 percent must show a reduction from the prior year to meet AYP. By 2014 all districts will attain an unexcused absence rate of 1 percent or less.

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Washington State has defined other academic indicators that are valid and reliable and are consistent with nationally recognized standards.</p> <p>The use of attendance (as measured by the reduction in unexcused absences) as the other academic indicator for elementary and middle schools is developmentally appropriate; the use of the cohort graduation rate as the other academic indicator for high schools is a recognized standard.</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.⁷</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State's AYP determination for student subgroups, public schools, and LEAs separately measures reading and mathematics.</p> <p>AYP is a separate calculation for reading and mathematics and is applied for each subgroup, public school, LEA, and the state.</p>		

⁷ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Washington will ensure acceptable reliability regarding AYP determinations as a result of the following:

1. Washington has documented the reliability of its assessments in technical reports, which are available on the agency website: <http://www.k12.wa.us/assessment/assessproinfo/default.asp>. Thus, AYP decisions based on the state assessment results are based on reliable information.
2. Washington uses the standard error of proportion to ensure 95 percent confidence when making decisions about whether a school or district has met AYP. This prevents the state from falsely identifying a school or district as not meeting AYP. This policy has added importance because averages from multiple years will not be used when comparing school and district assessment results to the state targets. Additionally, the uniform state bar sets high expectations for equal increments of improvement annually rather than the stair-step approach to state targets.
3. A minimum of 30 students is required for statistically reliable AYP determinations. Although this requirement may seem redundant because the 95 percent confidence is in place with the standard error of proportion, the minimum of 30 requirement is essential for two reasons:
 - a. Assure the public that the state is reliably identifying schools.
 - b. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum “N” set at 30 assures the appropriate accuracy needed.
4. AYP proficiency determinations will not include students who are not continuously enrolled for the full academic year (see section 2.2).
5. The “Safe Harbor” concept will be employed to avoid identifying a school or district as failing AYP even though they had made substantial progress. In order for a school or district to make AYP based on “Safe Harbor,” sufficient progress must be made on the additional indicator as well.
6. Washington will determine that a school or district is in “improvement” status when any subgroup does not meet its required goal or make “Safe Harbor” in the same subject (reading or mathematics) for two consecutive years.
7. Washington State has a policy of assessing all students. For AYP determinations, at least 95 percent of the students in each group must be assessed. This eliminates the possibility that a school or district could make AYP by not assessing certain students.
8. The state used impact data to verify the consistency of AYP decisions applied to schools identified for improvement under the previous set of AYP criteria.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State has an established appeals process for public schools and LEAs that reflects the language of NCLB under Section 1116(b)(2). Information is provided to schools and districts not making adequate yearly progress on the appeals process.</p> <p>OSPI provides AYP data and technical assistance to all districts and to all public schools including those in school improvement.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.⁸</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State presently reports assessment results for reading and mathematics in grades 4, 7, and 10. By 2006 assessments for reading and mathematics in grades 3, 5, 6, and 8 will be operational. At that time starting points will be calculated for the new assessments so that they will be incorporated into the definition of AYP from that point forward.</p> <p>No later than the spring of 2006, Washington State will have a comprehensive and operational assessment system that incorporates assessments in grades 3 through 8, and 10 for reading and mathematics.</p> <p>When new public schools are opened, they are added to the state accountability system the first full academic year that state assessment results are obtained.</p>		

⁸ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All students enrolled in Washington State, in the grade levels assessed, are required to participate in the state assessment program and are included in the State accountability system. Test booklets are required for all students enrolled on April 1 and students who arrive after that date through the testing period. The percentage of students considered proficient is based on all students who are expected to take the assessment. Information on the test administration procedures and additional information on the assessment system is found at http://www.k12.wa.us/assessment/assessproginfo/default.asp.</p> <p>Washington State's procedure for calculating the participation rate for each group and subgroup is as follows:</p> $\frac{\text{Total assessed}}{\text{Total enrollment}}$ <p>Washington State public schools and LEAs are held accountable for reaching the 95% participation goal, as required in NCLB Section 1111(b)(2)(I)(ii).</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Washington State implements the regulation regarding the use of 95% assessed when the group has a statistically reliable size ($N \geq 30$).</p> <p>All schools and districts are required to administer the Washington Assessment of Student Learning to all students enrolled. For accountability purposes, only the assessment results for students who have been continuously enrolled during the current school year or on or before October 1st will be included.</p>		

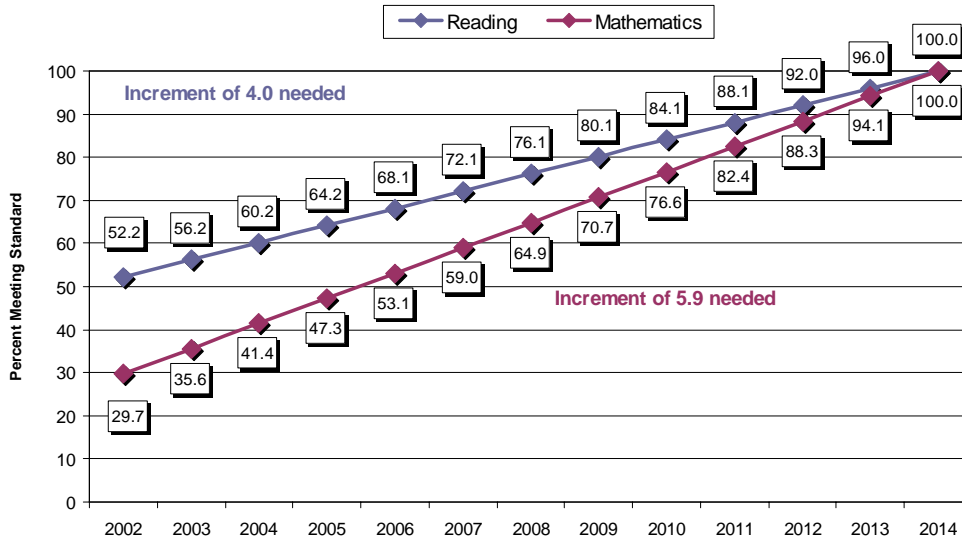
Appendix A

Required Data Elements for State Report Card

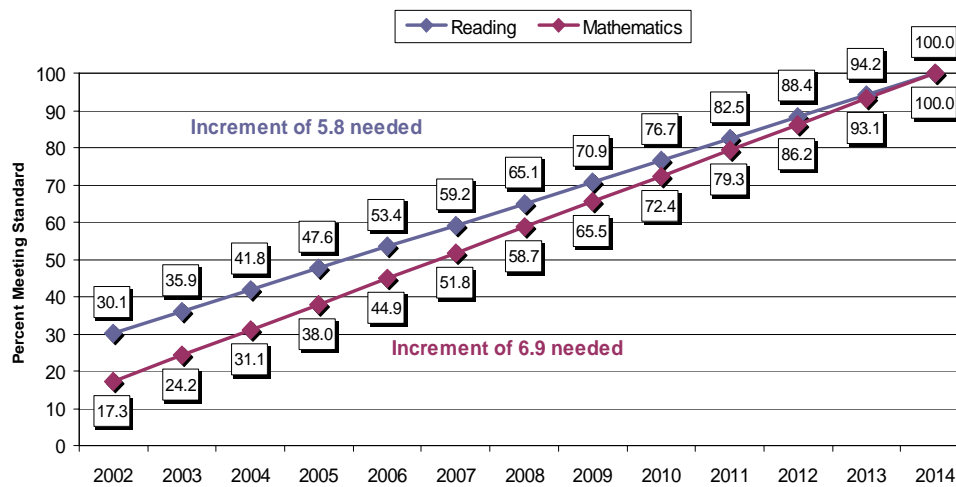
1111(h) (1) (C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

**Appendix B-1
GRADE 4 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)**



**Appendix B-2
GRADE 7 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)**



**Appendix B-3
GRADE 10 STATE UNIFORM BAR
BASED ON 3-YEAR AVERAGE 20th PERCENTILE (2000-2002)**

